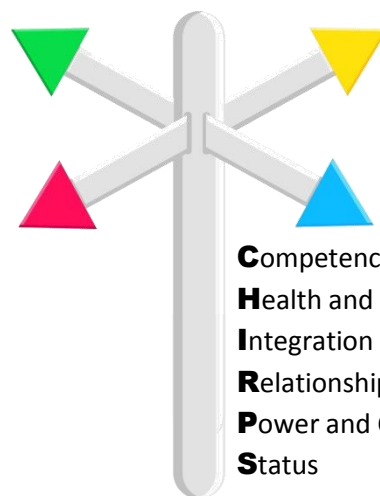


# IISP Support Plans

**As a result of participating in this segment of training, you will be able to:**

1. Recognize the difference and use of an Individual Service Plan ISP (state's assessment) and an Individual Instruction and Support Plan IISP (agency's plan to support person)
2. Recall attributes of the IISP
3. Debate the merits of at least 3 key elements of interactive planning by explaining the value of each element, or the loss that would occur if the element were not included in the planning
4. Recognize sections or domains of an Individual Instruction and Support Plan (IISP)
5. Generalize the broad range of activities that may be considered when developing individual plans
6. Distinguish between what is "important to" the individual and what is "important for" the individual
7. Recount the process from which interactive plans are developed

# 7 Support Plan Domains



**Competence**  
**Health and Safety**  
**Integration**  
**Relationships**  
**Power and Choice**  
**Status**

**Residential  
Service  
Guidelines**





Photography  
Hiking  
Museums  
Pottery  
Acting  
Volunteering  
Gym-membership  
Bicycling  
Travel  
Theatre  
Painting  
Learning-Spanish



## Think outside the box!

Instead of thinking of obstacles to overcome, think outside the box. How would it impact a person's life if we could help them discover new hobbies, pursuits and solutions?

Communicating with individuals from **THEIR** perspective:

⇒ what is **IMPORTANT TO** them,

rather than from **our** perspective:

⇒ what we believe is **IMPORTANT FOR** them

is not only more **PERSON-CENTERED**,

it is more **EFFECTIVE** and **MOTIVATING**.

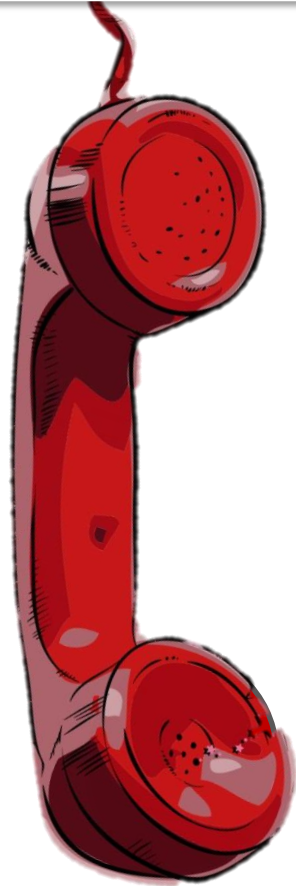


vs.



Therefore, Joe will need good hygiene to get what is important to him

# Example of Teachable Steps for Using a Phone



- 1 Grasp phone receiver.
- ABC  
2 Place listening part of receiver to ear.
- DEF  
3 Lift receiver to above the shoulder.
- GHI  
4 Using the other hand, touch the first number to be entered on the cue card and say it aloud.
- JKL  
5 Move your finger to the matching number printed on the phone and push buttons.
- MNO  
6 Push the button on the telephone.
- PQRS  
7 Repeat steps 4-6 for each number.
- TUV  
8 Pause and listen for phone to ring.



How would you instruct an individual using prompts?

